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ABSTRACT

Philosophy, technique, and issues of tutoring are presented to aid student teachers in sharpening tutoring, teaching, and communication skills. The establishment of a positive student self-concept and the prospective tutor's development of effective questioning techniques are two of the topics treated. A guide for volunteer tutors is appended. (LH)

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TUTORING-- SOME BASIC QUESTIONS

Texas Tech University

D.J. DeGuire

October 1979

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TUTORING - -

SOME BASIC QUESTIONS

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TUTORING - SOME BASIC QUESTIONS

Section I: WHY tutor? (Why teach?)

As a student in education, about to thrust yourself (or having already been thrust) into a tutorial setting, you have doubtlessly asked yourself many questions about tutoring. Among the numerous questions you have probably asked, one question is the most fundamental, most basic of all: "WHY? Why should I tutor?"

The answer to this question, on a somewhat superficial and self-serving level, can be found in the results of at least one study[1] which asserts that as a field-placement experience, tutoring is - in effect - better than teaching. This was found to be so because of the relative changes in attitudes and self-concepts which were recorded between two groups of students in a teacher education program. One group of students was placed in a tutorial setting and the other in a practice teaching situation. Each student's concept of "myself as teacher" was measured prior to and following the semester's teaching/tutoring experiences.

The results of the assessment demonstrated that the student teachers, after their teaching experience, scored significantly lower on pupil-centered and egalitarian traits and higher on controlling, narcissistic, and puritanical traits. In sharp contrast, the tutors scored significantly lower on controlling and authoritarian traits and higher on pupil-centered traits. The authors of the report explain that, "Because of the intimacy in tutoring and the greater opportunity for individual attention,

the tutors become more pupil-centered and less controlling. Consonant with these changes is the tendency to become less authoritarian."[2]

However, in order to truly answer the question, "Why tutor?", you must first answer for yourself a question even more fundamental: "Why teach?" For to tutor IS to teach. The question, "Why teach at all?", whether in a tutorial or a classroom setting, is one you have probably answered for yourself by this point in your career. But if you haven't, this is a good time to do so and if you think you have, this is a good time to re-examine your answers.

In his recent book, On Teaching, Herb Kohl places the question in this perspective:

> Everyone who goes into teaching, even temporarily, has many reasons for choosing to spend five hours a day with young people. These reasons are often unarticulated and more complex than one imagines . . . it makes sense if you are thinking of becoming a teacher, to begin questioning yourself and understanding what you expect from teaching and what you are willing to give to it.[3]

Kohl then proceeds to guide the prospective teacher's search for answers to the question, "Why teach?" by providing "a number of questions people thinking of becoming teachers might ask themselves in order to clarify their motives and focus on the type of teaching situations that could make sense for them."[4] All of his questions are important and challenging but only a few are included here:

> 1. What reasons do you give yourself for wanting to teach? Are they all negative (e.g., because the schools are oppressive, or because I was damaged, or because I need a

job and working as a teacher is more respectable than working as a cab driver . . .)?

2. Why do you want to spend so much time with young people? Are you afraid of adults? Intimidated by adult company? Fed up with the competition and coldness of business and the university? . . .Have you spent much time with children recently, or are you mostly fantasizing how they would behave? Before deciding to become a teacher, it makes sense to spend time with young people of different ages at camp, as a tutor [emphasis added] or as a playground supervisor.

3. What do you want from the children? Do you want them to do well on tests? Learn particular subject matter? Like each other? Like you? How much do you need to have students like you? Are you afraid to criticize them or set limits on their behavior because they might be angry with you? Do you consider yourself one of the kids? . . . If students have to go to school, if the teacher is paid and the students are not, if the young expect to learn something from the older in order to become more powerful themselves, then the teacher who pretends to be an equal of the students is both a hypocrite and a disappointment in the student's eyes. This does not mean that the teacher doesn't learn with or from the students. It does mean, however, that the teacher ought to have some knowledge or skills to share . . .

4. What do you know that you can teach to or share with your students? . . . The more you know [including knowledge of such things as printing, creative arts, running a store, playing music, making films, knowing about plants or animals, understanding chemistry or law or how to care for one's body] the easier teaching [or tutoring] becomes. A skilled teacher uses all his or her knowledge and experience in the service of building a curriculum each year for the particular individuals that are in the class.

5. A prospective teacher ought to consider what age youngster he or she feels greatest affinity toward or most comfortable with. There are some adults who are afraid of high school or junior high school-aged people . . .while others are terrified at the idea of being left alone in a room with twenty-four six-year olds . . . It is very difficult to feel at ease in a classroom, to spend five hours with young people, and not emerge wiped out or exhausted at the end of the day. This

is especially true if one is mismatched with the students.[5]

In addition to answering these questions, Kohl also urges a prospective teacher to answer questions about 1.) his attitudes toward children's racial and class differences, 2.) his interest in working with children with special needs, 3.) the desired size of the learning group (tutorial or classroom size), and many other considerations which he considers fundamental to the decision to teach.

Ultimately, then, the answer to the question, "Why tutor?" rests with you, the prospective teacher, and while the decision to accept a tutorial assignment is not likely to be one of the more consequential decisions in your life, it nevertheless provides an opportunity to pause and consider seriously your commitment to tutoring and teaching.

Section II: If I am the tutor, WHO is the tutee?

Some children ask to receive tutorial assistance but others are told - by teachers or parents or counselors - that they will receive tutoring. Many children are tutored because they are diagnosed to be behind grade or age "norms" in some subject area. Others are diagnosed to be ahead of the norms and are asking for a tutor for enrichment purposes. Some simply want the opportunity to learn something important to them in a one-to-one instructional setting. They may be male or female; Black, Brown or White; wealthy or poor; average, gifted or remedial.

It is best, therefore, to begin the tutorial assignment with

no preconceived ideas about the students you will be tutoring and concentrate instead on identifying stragegies for getting to know each student individually. What does he want from you, what does she need from you? What motivates him, what interests her? What puts him at ease, what makes her withdraw?

You will know "who" your students are the moment you first meet them. But your knowledge will be nominal at best until you begin to solve some of the individual mysteries of purpose, motivation and learning style.

Section III: The Basics and Me - WHAT will I Teach?

In general, and as a matter of proper procedure, you will teach whatever the cooperating teacher asks you to teach, provided of course that you are capable of doing so. In most instances, WHAT will be taught has already been identified for you so that the content of your tutoring may not be as important as you may think. Rather, what matters more than the content, is HOW you approach the content - through the use of effective questioning skills - and HOW you shape and mold the learning experience itself - through the use of effective interpersonal communication skills.

QUESTIONING SKILLS - THE TAXONOMY

The importance of effective questioning skills to the learning process has been stressed by many educators. Consider this emphatic endorsement: "To question well is to teach well. In the skillful use of the question more than anything else lies the fine art of teaching."[6] Or this: "What's in a question you ask?

Everything. It is the way of evoking stimulating response or stultifying inquiry. It is, in essence, the very core of teaching."[7] Or finally this: "The art of questioning is . . . the art of guiding learning."[8] In fact, effective questioning forms the very cornerstone of the Socratic Method, after which so many of our educational experiences have been patterned.

Some of the answers to the questions about questioning can be found in, Classroom Teaching Skills: A Handbook, wherein the authors state that, "the first step in effective questioning is to recognize that questions have distinct characteristics, serve various functions and create different levels of thinking [emphasis added]."[9] The "different levels of thinking" refers to Bloom's Taxonomy[10] and points to the importance of first knowing and then incorporating into your questioning strategies, the six levels of cognitive processes which are reviewed below:

1. KNOWLEDGE - Requires memory only, repeating information exactly as memorized (define, recall, recognize, remember, who, what, where, when).
2. COMPREHENSION - Requires rephrasing, rewording, and comparing information (describe, compare, contrast, rephrase, put in your own words, explain the main idea).
3. APPLICATION - Requires application of knowledge to determine a single correct answer (apply, classify, choose, employ, write an example, solve, how many, which, what is).
4. ANALYSIS - A) Identify motives or causes, B) Draw conclusions, and C) Determine evidence (support, analyze, conclude, why).
5. SYNTHESIS - A) Make predictions, B) Produce original communications, and C) Solve problems (more than one possible answer) (predict, produce, write, design, develop, synthesize, construct, how can we improve?, what happens if?, how can we solve?, can you devise?).

6. EVALUATION - make judgements, and offer opinions (judge, argue, decide, evaluate, assess, give your opinion, which is better?, do you agree?, would it be better?)[11]

Remember that all the levels in the domain are important. But remember also that there exists a hierarchic relationship among the levels and that it is when the higher levels of thought are emphasized that the most effective and meaningful learning takes place.

QUESTIONING SKILLS - WAIT TIME

A number of research studies have indicated that the average length of time a teacher waits after asking a question is approximately one second. If the student fails to answer quickly, the question is either repeated or rephrased or the teacher simply calls on another student. In situations where this type of questioning takes place, "students have little time to think, little time to express themselves, and often little desire to express themselves [in such a threatening atmosphere.]"[12] If teachers can master the skill of increasing wait time from one to three to four seconds, particulary after questions at a higher cognitive level, they will probably find some very positive changes in both the quantity and the quality of student response. For example:

1. Students give longer answers.
2. Students volunteer more appropriate answers, and failures to respond are less frequent.
3. Student comments on the analysis and synthesis levels increase. They make more evidence - inference responses, and more speculative responses.
4. Students ask more questions.
5. Students exhibit more confidence in their comments and those students whom the teachers rate as relatively slow learners offer more questions and more responses.[12]

Adequate wait time will be difficult to provide at first, because of the uneasiness it tends to create for both the teacher and the learner. But after some explanation to the student and some practice for yourself, it will improve and so will the student's responses.

QUESTIONING SKILLS - REINFORCEMENT

The use of reinforcement techniques - both verbal and non-verbal - to reward desired student behavior or performance has long been recognized as an important and generally well-accepted part of the instructional process. Recently, however, studies have uncovered numerous significant findings regarding the use of reinforcement, two of which will be examined here.

First, "Nonverbal reinforcement may, in fact, be even more powerful than verbal reinforcement."[13] The messages a teacher sends with cues such as body position, eye contact, gestures, and facial expression "indicate to the student whether the teacher is interested or bored, involved or passive, pleased or displeased with a student's performance or behavior."[14] The evidence from various studies indicate that these nonverbal cues are accepted as the "primary" message regardless of the accompanying verbal cues. Teachers must take care, therefore, to monitor what they are saying when they are not speaking.

The second significant finding is the belief that, "In some cases, reinforcement is ineffectual and, on occasion, it is actually detrimental to learning."[15] There are a number of instances when this can occur:

1. When a teacher relies totally on one or two favorite

types of reinforcement such as "okay" or "good" and uses these reinforcers repeatedly, the eventual result may be that the reinforcement becomes ineffectual.

2. In other cases reinforcement can actually detract from educational objectives and student learning. Reinforcement given too quickly and too frequently may interfere with or block the complete development of student ideas and interactions.

3. In classrooms where teachers want to increase student interaction, problem-solving activity, and higher order thinking, the use of reinforcement must be moderated.

4. Rewarding all answers indiscriminately is an example of a poor use of reinforcement . . . To these teachers, fearful of alienating or discouraging students, every student comment is automatically rewarded and critical thinking and accuracy are sacrificed for the sake of goodwill.[16]

Finally, the authors remind the teacher that different students respond to different kinds of reinforcements and although it is unrealistic to expect a teacher to learn which rewards work best for each student, "it is possible for teachers to try, in general, to be sensitive to the effects of different rewards on students."[17]

QUESTIONING SKILLS - PROBING

A third method for improving the quantity and quality of student responses is the probing question:

> Probing questions follow student responses and attempt to stimulate students to think through their answers more thoroughly . . . Probing questions require students to provide more support, to be clearer or more accurate and to offer greater specificity or originality.[18]

Although probing questions are appropriate to induce effective thinking on any level of the taxonomy, they are pro-

bably most effective when used with the higher levels of thought - analysis, systhesis and evalution.

INTERPERSONAL COMMUNICATION SKILLS - ATTENDING BEHAVIOR

If questioning skills form the cornerstone of the educational process, then effective interpersonal communication skills may be considered the perfect mixture of mortar and water used to form that stone, for these skills are the fundamental ingredients of interactive learning.

One of these skills is actually a number of both verbal and nonverbal cues which, considered aggregately, is referred to as "attending behavior". The various attending behaviors are those which have the effect of putting the speaker at ease and are summarized below:

Nonverbal Cues

1. Eye Contact
2. Facial expressions that reflect empathy.
3. Relaxed body posture and body gestures that reflect empathy.
4. Close spatial proximity.

Verbal Cues

1. Effective use of silence.
2. Minimal verbal acknowledgements.
3. Brief subsummaries.[19]

Each of these listener behaviors is important, especially in tutorial situations where the interactions between the tutor and the student may be particularly intense.

INTERPERSONAL COMMUNICATION SKILLS - ACTIVE LISTENING

In contrast to attending and reflecting behaviors, active listening is not overt or observable; it is more of an "internal state", knowable only to the listener. Observable verbal and nonverbal cues may appear to signify to the speaker that the listener

is indeed hearing but in fact, the listener's mind may be elsewhere and his listening is therefore passive and superficial.

The Handbook details three critical steps in developing the skill of active listening:

> 1. Personal Inventory. Effective listening requires that you be aware of your own feelings, prejudices and expectations about the speaker . . . Dealing with people's feelings, attitudes and values is a sensitive matter . . . it requires not only highly specialized skills like active listening - but also personal honesty about your motivation and committment to the communication process.
>
> 2. Speaker's Cues. Attend directly to both the verbal and nonverbal cues of the speaker. [Notice the volume, rate, tone, gestures, and posture that accompany the words.]
>
> 3. Private Inferences. As the conversation proceeds, try and make private inferences about what the speaker is feeling . . . Are the verbal and nonverbal messages consistent with each other? [If incongruence is perceived, however, check it out with the speaker before jumping to any conclusions about a student's feelings.][20]

INTERPERSONAL COMMUNICATION SKILLS - REFLECTING BEHAVIOR

The method used for "checking out" student behavior is referred to as "reflecting behavior". Effective reflecting behavior is the actualization of all the interpersonal communication skills described above, as the following summary illustrates:

> 1. Become aware of any preconceived thoughts or feelings you may have regarding the speaker and/or topic being discussed. Will they hinder communication? If so, how?
>
> 2. Attend carefully to both the verbal and nonverbal messages of the speaker. Observe.
>
> 3. Make a mental note of the exact words being spoken and the specific behaviors being demonstrated. Look, listen and record.
>
> 4. Differentiate between the verbal messages and the emotional messages being delivered. What

feelings are associated with the words? Look, listen, record, and infer.

5. Respond to the student by:
   (a) Paraphrasing the words. Reflect words.
   (b) Describing the specific observed behaviors of the speaker. Describe.
   (c) Share your inferences concerning the student's thoughts and feelings that may underlie verbal and nonverbal behavior. Interpret.
6. Be aware of the tone of voice you use. Avoid sarcasm, judgement, reprimand.
7. Ask for clarification to assess the accuracy of your perceptions. Clarify.[21]

It is especially important in a tutorial setting that these skills be understood and applied. Above all else, it should be remembered that these reflections should never be judgmental, ridiculing or even advisory in nature. Rather, they should be exploratory and nurturing.

. . . .

This section opened with the statement that - in answer to the question, "What will I teach?" - you will teach whatever you are asked to teach. The various questioning and interpersonal communication skills detailed above will hopefully provide you with some assistance in HOW to teach the WHAT. However, occassionally, in the absence of any prescribed content for the student to "master", you may have the opportunity to discuss with your students some more generic (and ultimately more rewarding) types of content. The importance of the so-called basic skills is self-evident. But . . .

> It is unfortunate that "basic skills" means solely reading, writing and math in schools. There are many other basic skills such as cultural awareness, information finding, the

> ability to teach oneself. It is important to keep in mind that reading and writing do not guarantee intelligence, sensitivity, or compassion.[22]

Nor should it be inferred that a one semester experience with a tutor will guarantee any of these things. But there will be times when you will have the opportunity to influence young learners in such a way as to make education for them a more sensible and personally rewarding experience, and the sections which follow will help you in that endeavor.

STUDY SKILLS

One of the greatest contributions you can make to your student's success is to disclose for them what kinds of study skills work best for you or your friends. Most young students hold misconceptions about the "proper" way to study. You know from personal experience that different people study best in different settings, with different noise levels and in different postures. Some need to be cloistered, others need space. Some need quiet, others need a little noise. Some need to sit, others need to stand or lie.

Share with your students any habits or skills you have acquired which might be beneficial to them. One specific technique that you may already use which can be taught to the student is "SQ3R".[23] Briefly stated, this technique is intended to result in greater retention of information gathered from reading material. It requires that the reader Survey (S) the material, noting any number of things that the material may contain; then formulate Questions (Q) that are directly related to the assignment and that should be kept in mind when the student actually Reads (R) the

material. Following the reading, the student should take time to Reflect (R) on the information found which pertains to the questions formulated. Through this process, the student gets a sense of what parts of the material now need to be Reread (R) with a concentrated effort to locate the information being sought.

SQ3R is only one of many study skills available to the student and you should share with him any others which you feel might be appropriate such as scanning, note-taking, outlining, highlighting, etc.

MOTIVATION

Another "what" to which you can make a significant contribution is the student's motivation to learn:

> Based on the research to date, motivation remains an elusive and difficult concept to apply with accuracy and predictability in learning environments. Yet the teacher remains the single most important person to do this.[24]

If a student you are tutoring has a motivation "problem", then you have a problem too. Many of the questioning and interpersonal communication skills mentioned above will be helpful in discovering with the student just what it is that makes him happy and therefore "motivates" him to accomplish or learn something. Has learning ever provided intrinsic rewards for him? When? Under what circumstances? What extrinsic rewards is he most responsive to? What is the student's present need for achievement? His level of aspiration?

The answers to these questions exist (even though they may not be known, even to the student) but they have all been shaped

by forces which are antecedent to the tutorial relationship at hand. What can the tutor do, then, to improve his student's motivation? Honestly, it must be admitted that you may not be able to do anything, particularly in such a relatively short period of time. But there are a number of things you can do to ensure that, at the very least, the student will not be any less motivated to learn at the end of the tutoring than he was at the beginning:

1. Control your expectations of the students. Your expectations of your students must be sufficiently high enough to challenge the students but not so high that you discourage them instead. Pygmalion in the Classroom [25] demonstrated that teacher expectations are a powerful determinant of student performance and that such expectations often function as self-fulfilling prophecies.

2. In conjunction with this, help the student set goals for himself based on collaboratively identified expectations for success.

3. Provide timely and meaningful feedback and reinforcement while at the same time regulating your use of praise and criticism.

SELF-IMAGE

If a student has a truly failure-oriented personality, there is very little a tutor or anyone else can do to motivate him toward learning, until he has altered his self-image.

Numerous studies have demonstrated that a student's success is dramatically affected by his/her sense of self-esteem. When children believe that they are "losers", "stupid", "slow" or "bad", they believe it fervently and it is very difficult to begin convincing them otherwise. Difficult, but not impossible.

The first thing to keep in mind is that any praise or adulation you give the student who sees himself as "stupid" will

not be accepted and processed as such. When you say, "Good! That's correct.", he says to himself, "Ha! I was lucky this time." To be correct is inconsistent - even incompatible - with his image of himself and it makes him uncomfortable to experience success. So he denies it. He succeeds, you praise him, he puts himself down. The only way a failure-oriented student will be able to realize any degree of true success is if you can help him begin to control his "self-talk".[26]

His self-talk is what he says about himself to himself. The subconscious mind hears these messages and stores them away with other perceived truths and the student begins exhibiting various self-defeating or even self-destructive behaviors, often without any awareness that is only doing what he has programmed himself to do through his own self-talk.

But self-talk can be controlled. There are numerous techniques which can be learned that contribute significantly to improving self-talk. When a student does something well of succeeds in some way, get him into the habit of saying to himself, "That's like me!" And more importantly, when he does something poorly or makes a mistake, he should say to himself, "That's not like me!" After he says these good things about himself often enough, he will be able to say them and believe them and he will have gradually reprogrammed his subconscious mind to begin acting according to the new image of himself.

The dynamics of self-talk and self-image are complex but persons who takes seriously their role in the helping professions -

including teachers and tutors - should make an effort to acquire at least a basic understanding of their importance to successful living and learning.

Section IV: So, HOW Do I Do It All?

You can't. Or at least, you probably won't be able to master and use all these skills, cover all this material, and have a significant impact on each student's level of motivation and self-image. That's the first thing to keep in mind - don't set too high your own expectations for yourself as a tutor.

Second, follow the leader. You've a number of success models to use who have been showing you how it is done. Beginning with your cooperating teacher, reflect on teachers you have seen or you have had who do well, the kinds of things that will make this tutoring project a success for you and the student. Also look for the leader among your own ranks. Meet frequently with other tutors in similar situations as yours and compare notes. Adopt or adapt for yourself those successful strategies or techniques which other tutors are deploying. Study carefully the attached list of "how to's" from the Neighborhood Study Center Teacher Aide Program.[27]

Third, and conversely, avoid the loser. If you have half-a-dozen success models, you're probably lucky. The chances are that you have encountered many more teachers from whom you can learn invaluable lessons in terms of how NOT to teach. Don't repress those experiences. Make an attempt to understand them and learn from them so that you don't find yourself repeating the same

teacher behaviors which were ineffective for or outright offensive to you. Again, talk with your peers and don't waste any time setting up a communications system wherein you can benefit from each other's mistakes as well as each other's triumphs.

When you follow the leaders and avoid the losers in this way, you will soon emerge a leader yourself. You will quickly find yourself imitating the style and techniques of those teachers who have most influenced your learning. You will gradually begin to integrate all the coursework with all your experiences and all these words. And then you will begin to initiate a style of teaching, of talking and sharing, of gesturing and caring, which is all your own.

Remember: imitate, integrate and initiate. And, incidentally, relax. Take deep breaths, hot baths, or midnight strolls, but relax. Relax . . .

Section V: WHEN Can I Make A Mistake? (Some Notes on the Policies, Procedures, and Politics of Tutoring.)

Now that you're relaxed and confident in your ability as a tutor, you should be aware of one more thing - you can screw up at almost any time. The tutorial relationship itself (you and the student) is not the issue here. Where you need to take care, is in the areas of the policies, procedures and politics of tutoring.

First, policies. Wherever you are tutoring, in whatever institutional setting, there are policies which govern attendance, appearance and behavior and which should, in general, be strictly adhered to. As a guest in that setting, you are expected to follow

the existing rules and regulations and it is your responsibility to find out what those policies are. Seek them out, get them and read them. Also, beware and be aware that beyond or in the place of any written policies, your conduct and actions should be governed by common sense, common courtesy and common decency.

Second, procedures. As a tutor, there is a chain of command into which you fit and out of which you must continue to function. If you have any questions or concerns regarding either the students, the curriculum, or any other aspect of the tutorial assignment, bring your concern FIRST to the cooperating teacher. If it is necessary to go beyond him/her for satisfaction, go next to your supervising professor - not to the building administrator or any other supervisor over your cooperating teacher. Your professor will handle the matter for you from here. But if you feel any further "appeal" is necessary, make the appeal to the appropriate administrators within the sponsoring institution - the College of Education - not within the host institution where you are performing you tutorial activities.

And finally, politics. Oh, yes. Tutoring is political, and in a very real and literal sense. To tutor is to teach, remember? So, here are a few "hints from Herb" on the politics of teaching:

> ● Many young teachers are afraid to admit they are having trouble or that their ideas do not work automatically. Older teachers are often equally frustrated because no one asks for their advice. I have found that saying I'm having trouble teaching . . . often brings out the most generous feelings on the part of teachers one might not otherwise have anything to do with.[28]

- Being a teacher is being smack in the middle of the social system in the school...However discontent most teachers might be with the social system as a whole, they obey certain rules in order to protect their status and maintain some [facade] of solidarity as a group, no matter how much internal tension there might be among them. Some of the rules are:
    1. Never criticize or disagree with another teacher in front of a student.
    2. Never criticize another teacher at a faculty meeting with administrators present.
    3. Never criticize another teacher to a parent.
    4. When asked for an opinion at an open meeting, never say anything that might offend another teacher . . .[29]

- Teachers must be able to take criticism and give it - out of love and concern rather than out of anger and hatred.[30]

Section VI: WHERE Is All This Leading? or What's In It For Me? And Her? And Him? And Them?

FOR THE STUDENT

There are mainly two benefits that the student derives from the tutorial arrangement. First, he receives individualized and personalized assistance intended to improve both his academic abilities and his sense of self-worth. Second, the student gets an opportunity to establish a meaningful relationship and interact closely with an adult. For many students, this will be the first time they have ever done so and socialization of this type can have far-reaching and beneficent effects on the student, the significance of which may never be realized.

FOR THE COOPERATING TEACHER

Not much has been said about the cooperating teacher up

to this point. But implicit in much of what has been said are a number of benefits to the teacher to be derived from the tutorial experience: 1.) A number of his/her students will receive "teacher-thought and tutor-taught", individualized curriculum and instruction. This benefits the teacher because of the transfer value to the regular classroom of any successes realized by the student in the tutorial situation. 2.) With some of the students out of the classroom, the "load" is lightened and the teacher has more time to give the rest of the individuals in the class. 3.) The teacher has the opportunity to discuss with another teacher - the tutor - what nethods or techniques might best meet the needs of the individual students being tutored so that these ideas can be generalized to other settings and other times and with other students. 4.) This tutorial arrangement provides the cooperating teacher with "a substantial adjunct faculty who have useful contributions to make to the classroom teacher." The resources of the University, through the supervising College of Education professor, are also available to the cooperating teacher and these resources - both human and material - are of great potential use and ultimate benefit to the entire school system served.

FOR THE LEARNING COMMUNITY

Through the activities of the University students, serving as tutors in the local educational institution, the University and the community - or, the "town and gown" - come

to know each other a little better. Each learns more about the other that it had not known before and out of this new understanding can grow continued cooperation and inter-dependence in the hopes of discovering new ways to best meet the needs of the community's children.

FOR YOU

There is a good possibility that you will gain more from the tutorial experience than anyone else: 1.) You stand to gain important insights into your own attitudes toward students and learning, teachers and teaching and schools and education. Your placement within the school-level educational infra-structure will provide many meaningful experiences which hopefully will guide you in your future career decisions. 2.) You will be given an opportunity to accept the very real responsibility for providing whatever kind of assistance is necessary in order to improve the educational welfare of your students. It's not a lab. These are not case studies. They are real students who will look to you for real help and expect you to be ready to accept that responsibility. Perhaps most importantly, you will have the opportunity to experience intimacy with and empathy for a number of individual students. The students you will come to know will be from varying backgrounds and varying cultures. Each will have his own set of needs and wants. And you will come to identify them and, together with the student, set out on a path to meet those needs and satisfy

those wants. You will probably stop short of your destination. But when you do, you will have the knowledge gained from that sense of intimacy which tells you that it was nevertheless a trip well worth taking. (Remember that getting there is half the fun!)

FOOTNOTES

1. Herbert J. Walbert et al., "Effects of Tutoring and Practice Teaching on Self-Concept and Attitudes in Education Students" (Harvard University, 1967).

2. IBID., p. 6.

3. Herbert R. Kohl, On Teaching (New York: Schocken Books, 1967), p. 17.

4. IBID.

5. IBID., pp. 17-21.

6. Charles DeGarmo, Interest and Education (New York: MacMillen, Co., 1902), p. 179.

7. John Dewey, How We Think, rev. ed. (Boston: D.C. Heath, 1933), p. 266.

8. Joseph Green, "Editor's Note", Clearing House 40 (1966): 397.

9. Joseph M. Cooper, ed., Classroom Teaching Skills: A Handbook (Lexington, Massachusetts: D.C. Heath and Co., 1977), p. 159.

10. Benjamin Bloom, ed., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay, 1956).

11. Cooper, pp. 173-174.

12. IBID., p. 186.

13. IBID., p. 187.

14. IBID.

15. IBID., p. 188.

16. IBID.

17. IBID., p. 189.

FOOTNOTES (cont.)

18. IBID.

19. IBID., P. 246

20. IBID., PP. 249-250.

21. IBID., P. 259.

22. Kohl, p. 65.

23. Arnold Barron and Amos Claybaugh, Using Reading to Teach Subject Matter (Columbus, Ohio: Charles E. Merrill Books, Inc., 1975).

24. Raymond J. Wlodkowski, Motivation (Washington, D.C.: National Education Association, 1977), p. 26.

25. R. Rosenthal and K. Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, 1968).

26. The concept of self-talk as presented here was developed by Dr. Robert Lindberg, College of Education, University of Texas at San Antonio.

27. Neighborhood Study Center Teacher Aide Program, Volunteer Guide (Sacremento, California: Community Services Planning Council, 1970).

28. Kohl, p. 130.

29. IBID., p. 131.

30. IBID., PP. 144-145.

31. Barbara S. Gardner, Building Educational Bridges Between Practically Everybody (University of Southern California, 1977), p. 18.

VOLUNTEER GUIDE*

1. The function of the study center volunteer is to help children experience achievement in the way that parents help their own youngsters. The volunteer must show a genuine concern for the students, while helping with homework and basic skills.

2. The ultimate goal of the center program is to help children realize their maximum potential as individuals, recognizing that education is a prime tool in the realization of this goal.

   In order to realize this goal, the tutor must understand that his responsibility is to develop more than just an academic relationship with the child. His responsibility is to help the child develop positive attitudes toward himself, society, and his education. Tutors begin with the child, his views and his concerns.

3. The tutor must show his concern for the child: let him know that "you care". Don't preach. Tutors should encourage and give recognition for any achievement, no matter how small. Many of these children have known too frequent disappointment and failure.

4. There will be children who are not ready for any type of academic endeavor. Tutors should try to help these children find themselves first, and then proceed to try to help them with their schoolwork.

5. Creativity and imagination are necessary in helping youngsters, particularly those who have not responded to standard approaches.

6. The study center atmosphere is relaxed and friendly. Disciplinary policy is flexible, fitting in with efforts to provide a constructive educational experience. Study centers are for all children, and special efforts and patience will be necessary to helping the hostile, disenchanted, acting-out child, in order to avoid study center push-outs.

7. Discipline problems are referred to the supervisors in order that tutors may maintain a friendly, personal, non-judgmental relationship with the child.

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*From: Neighborhood Study Center Teacher Aide Program. Community Services Planning Council; Sacramento, California. 1970.

8. Tutors should not be discouraged by sessions of little or slow progress; it is the long-range effect of the relationship between the child and a sincerely interested tutor that is the heart of the study center program.

9. A few other things which might prove valuable are:

BE PROMPT. The session will be most productive if tutors are waiting for the students when they arrive.

REGULAR ATTENDANCE is essential.

SIT DOWN with the students. This is not a school, and tutors do not stand nor do children have to raise their hands for help.

INTRODUCE YOURSELF and ask the child's name.

THERE ARE many approaches to the child. Ask him to tell you about his work--what he is doing in school, etc. Do not ask, "May I help you?". He may hesitate to expose his lack of knowledge at the beginning, and it may take time to discover his real problems.

ASK YOUR SUPERVISOR for help with problems of discipline.

BE ALERT to a child's loss of interest in what he is doing. Remember, some children's interest spans may be only 10 or 15 minutes long. Try to change the pace or materials.

REMEMBER TO end the session with some positive and encouraging word about whatever the child has achieved during the session--no matter how seemingly small and insignificant.

R E M E M B E R

Middle class standards of behavior and achievement are not to be used as a basis for value judgments in study centers.